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Detection of Eye Defects

Journal of EDUCATION

BOSTON, MASS.
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March 3, 1930

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

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EDITORIALS

Cosmic Ray in History

DR. ROBERT A. MILLIKAN, the discoverer of the Cosmic Ray, which is many times more powerful than the X-Ray, has found it nearly three times as powerful as at first discovered. It now penetrates more than sixteen feet of lead.

In order to get the force of the Cosmic Ray he has to get above nine-tenths of the earth atmosphere to avoid the local interference of earth conditions.

This admirably illustrates the necessity of estimating, of getting local and transient events into the trail of history, that mysterious historic force which has come from the Massachusetts Bay influence along the trail of history to the wonderful achievements of 1930.

The force of history can only be realized as it is viewed above and beyond local and temporary events.

A Sane Decision

THE Superior Court of Los Angeles County has rendered an important decision. Judge Gates ruled that the salary of a teacher cannot be attached for a debt.

A woman teacher's salary had been attached for a debt of $47.50. The court ruled that the fund from which school teachers were paid is not subject to attachment.

John Dewey at Harvard

THE most important professional announcement of the season is the selection of Dr. John Dewey of Columbia University as the William James lecturer of Harvard University in the second semester of this year.

This has high significance for Dr. Dewey and for Harvard University. It is the second recent selection of a Columbia University professor for posts of honor at Harvard which indicates a new alignment of academic affiliations.

John Dewey is in a class by himself in distinction as a philosopher. Of all the high honors that have come to him recently, and they have been numerous and elaborate, none means as much scholastically as does this recognition by Harvard, which is supersensitive in its academic honors of this kind.

Welfare as a Slogan

"WELFARE" is an important creation in social service. "Character" is in danger of signifying the negative "good" which is liable to mean good-for-nothing.

"Welfare" necessitates personal good and community and personal "good-for-something."

Massachusetts is launching a welfare crusade for which a budget of $24,000,000 is to be provided.

The National Child Welfare Association is one of the best organizations from the standpoint of the welfare of the family, the community, and civilization.

"Welfare" is always constructive and dynamic.

Henry Ford's Latest

THERE is universal curiosity as to the education plans of Henry Ford, who proposes to invest $100,000,000 in unique institutions for the education of American youth.

Nothing that Henry Ford could do would be as interesting as a plan for the education of youth.

Nothing could provoke as much curiosity in education as to have Henry Ford invest a hundred million dollars in something new in education.

Mr. Ford's public investments have been the resurrecting of out-of-date curiosities while his business investments have been in keeping ahead of the procession in appealing to the public market.

Mr. Ford's philanthropy has been useless to the public, while his business has been the height of usefulness to the public.

Will he plan education for yesterday or tomorrow? Will it be useful or useless?

Idiotic Tragedy

IN NEW YORK CITY alone seventeen thousand, three hundred and sixty-seven students left the high schools during three months of this school year.

This is not the fault of the 17,367 boys and girls, but of some idiocy, public or professional.

One cause is the ending of compulsory schooling at sixteen and making no provision whatever for helping these boys and girls from sixteen to eighteen.

There is no time in the life of boys and girls when it is as dangerous for them to be hopelessly idle as from sixteen to eighteen.

It is a tragic crime to allow boys and girls to leave school before they are eighteen years of age unless they are profitably and wisely employed.

A Heroic Woman Teacher

WE QUOTE from a recent issue of a Los Angeles daily paper:—

At the suggestion of Superintendent of Schools Bouelle, the Board of Education yesterday voted commendation to Clara Ellen Jones, principal of the Lillian-street school, for her action in capturing and arresting a man asserted to have been annoying two small girl pupils.

"Superintendent Bouelle said that when the two girls reported the actions of the man to their principal, she jumped into her automobile, and when she caught up with him forcibly placed him in the car and took him to the nearest police station."

Rollins College

ROLLINS COLLEGE, Winter Park, Florida, is likely to be an America-created institution. This year it drew forty students from thirty-seven colleges and universities from various sections of the country.

The climate and beautiful environment will make it highly attractive always, and if it fulfills its promise to be an American creation it will be scholastically famous.

There are only two other institutions that appear to bid for America-mindedness.

Rollins College bids high for personality preference in conferences. There can be no question but that Rollins College is a delightful place for any student to magnify his natural taste and promote his special talent, but the real test will be his achievement as represented by the marketing of his training three or five years after graduation.

If the Rollins College conference plan creates special personalities for eminent success through life it will be world famous, and all needed money will be at its disposal. Present indications are that its graduates will honor their alma mater by materializing the reputed talent marketably.

Honor for President Pendleton

THE appointment of Dr. Ellen Fitts Pendleton to represent the Women's Colleges of the United States at the Inter-American Congress of rectors, deans, and educators at Havana on February 20 was a recognition of unprecedented academic service.

Dr. Pendleton has not only been the president of Wellesley College for twenty-nine years, but as professor, instructor, or otherwise has been in professional service of the college for forty-four years, beginning at twenty-two years of age.

Dr. Pendleton has been sanely useful civically as well as educationally, and has never sought first-page fame by extravagant immature opinion on sensational subjects.

She is a noble representative of the Women's Colleges of the United States.

Social Science Lawyers

NORTHWESTERN UNIVERSITY, Chicago, plans to raise $6,500,000 for a law school to prepare an entirely new class of lawyers, who are not seeking to prevent the conviction of criminals of high or low degree, but rather to be social scientists seeking to improve society and promote civilization.

Junior Audubon Clubs

LAST year there were 347,849 boys and girls of the United States and Canada enrolled as members of Junior Audubon Clubs. It is the only way of which we know for interesting a third of a million boys and girls in personality of important birds. All the information about Junior Audubon Clubs can be had by asking for it, addressing T. Gilbert Pearson, 1974 Broadway, New York City.

"The Culture of Courage"

WILLIAM McANDREW is enjoying luxurious climate in Italy, completing "The Culture of Courage," a book which he visioned many years ago, but it required more thought and masterful genius than he could bestow upon it when helping to perfect the school system of New York, or to untangle the mysteries of the Chicago lack of system, and now he is happy, as happy as can be in producing a literary masterpiece which will broadcast his philosophy of life for the men, women and youth of New York, Chicago, and the rest of America of today for tomorrow.

Howe Dubois has given the Chicago Tribune, Sunday, January 26, 1930, a three-column interesting interview with Mr. McAndrew in his charming environment, where to live is delightful, and to write is a joy.

Triumph of Childhood

["Essential Language Habits." Silver, Burdett and Company, is a remarkable demonstration of the achievement of childhood.]

SIX years ago Professor Wallace W. Charters, Ohio State University, with associates, prepared a highly professional system of teaching English in Books One, Two, and Three. No authors had more clearly in mind the latest ideals of professionalists, and their books met an immediate and extended welcome.

These six years have seen a surprising change to achievement, and children must achieve "Essential Language Habits," and they have the last word in estimating the efficiency of a language book for school use.

Within six years there has come into action color illumination of the thought in primary and elementary school readers, in arithmetics, in nature science, and in history.

Children realize that they achieve vastly more in learning anything in school if they are appealed to through attractive illustrations, and these highly professionalized books on "Essential Language Habits" need nothing but yielding to children to give these professionalized books the glory of achievement.

Manual of Responsibility

THERE is now an end of the traditional practice of "passing the buck"—begging the pardon of the elect—by any one to any one in the Boston school system.

The Boston Board of Superintendents is making an honest effort through "A Manual of Directions for Teachers," "Code of Ethics," and "Cardinal Principles of Secondary Education" to modernize the established procedure of the schools.

There is no possible excuse for any teacher to ask any one what to do, how or when to do it.

Any inefficiency, personal or professional, by any one in the service, from top to bottom, or bottom to top, will be charged directly to and permanently to the teacher, principal, supervisor, assistant superintendent or superintendent who fails to demonstrate responsibility for heeding the "Manual of Directions" of the Boston school system.

There are literally twice fifty-seven varieties of responsibilities of everybody, in everything, everywhere, all the time.

We have never seen any achievement in education as complete, as explicit, as forceful and attractive as is the new "Manual of Directions" issued by the High School Principals Association of Boston.

Noble Record

IT IS CLAIMED upon what appears to be good authority that there is no drinking or dealing in liquor among the students of any college preparatory schools such as Phillips Exeter, Phillips Andover, Groton, Loomis.

The following paragraph in a prominent daily paper deserves wide attention:—

"In those preparatory schools well managed, in the hands of competent masters, there is, needless to say, no drinking by the boys. It would not be tolerated for a moment. Any boy found with liquor in his possession would be instantly dismissed. And the honor system among boys prevents drinking or any dealing with bootleggers, regardless of regulations."

Belding's Page

OVERWHELMED BY FACTS

THE danger of our time is mental indigestion. The amount of available knowledge has increased mightily within the past half century. An impression prevails that boys and girls must be acquainted with a much larger number of matters than children of an earlier period knew.

Recent years have witnessed the arrival of a vastly better technique of teaching than that which formerly prevailed. Learning by rote has been discarded, in theory at least. Not a mass of isolated facts, but a deeper understanding of the relations between facts, is the goal of present effort.

But how shall this goal be reached unless there be more careful selection and more drastic elimination?

We cannot keep on indefinitely adding to the quantity of facts to be imparted and at the same time develop the understanding of principles. The power to employ facts is so much more important than the memorizing of facts, most of which can be looked up when needed, that a great deal of the factual instruction must be weeded out to make room for the teaching of principles.

EDUCATIONAL RADIO

THE potential value of radio as an educational adjunct can scarcely be overestimated. The vast system of radio broadcasts is having tremendous influence, cultural and otherwise. Radio, the movies or talkies, and the newspaper comic strips are among the forces to be reckoned with in American life. They are elements which men, women, and children do not need to be coaxed into accepting. The desire to be entertained is almost universal. These forms of entertainment are sought eagerly.

Radio programs, good, bad and indifferent, are pouring into the ears of millions, every day and every evening. No man can measure the effects, upon musical taste, speech, behavior, intellect, or other aspects of human character.

And radio is yet in its infancy. Its users are experimenting with it. Considering the commercial basis upon which it rests, radio has maintained rather a high standard. Some wonderful things are done over the vast networks in the broadcasting of important events, concerts, and public addresses. Millions of Americans left their beds at anywhere between three and six o'clock one morning to listen to King George opening a conference of world significance in London. This early rising may have been due to curiosity in part. But the listeners learned that a king talks like anybody else, and that the effort to curtail armaments is serious business in which all have much at stake.

INSTRUCTION'S WIDER REACH

UNIVERSITY of Georgia has been among the pioneers in utilizing radio for the delivery of popular lectures on subjects included in college curricula. A dozen lectures in history, in physics and in English literature have been going out upon the air, by arrangement with a daily newspaper having a radio station (WSB). The lectures last thirty minutes; are given at 1.30 in the afternoon; and to follow any one of the courses a person need listen in but once a week. Examinations are given to those desiring them at the end of twelve lessons. The work is not counted toward a degree. How much it counts toward development of the individual depends on natural aptitude, attentiveness and various other factors—including the ability of the instructor.

If educational features like these are to obtain a permanent place in radio, they must be attractively presented. Many people turn away from anything they believe to be intended for their uplift. Others will receive such ministrations graciously, provided they are easily understandable and not too boring.

A good teacher can probably teach over the radio almost as well as from a lecture platform. Educators generally recognize that neither is the ideal opportunity for teaching, but it may be better than nothing.

Take some of the crowded universities—where a thousand freshmen are herded into a lecture hall lacking enough seats for all of them. What they get is not education. It is apt to be educational, however, and even in the attenuated strength which reaches the students it can open new vistas of thought. Radio can do much the same.

What radio is destined to accomplish—when, for example, television becomes common and the lecturer can experiment on the screen—remains to be seen. Education may have a valuable ally in radio before many years have elapsed. These modern devices of ours belong to those who early command and utilize them. Schools and colleges can ill afford to neglect radio as a facility for extending the range of their instruction.

Anson W. Belding

Associate Editor.

Detection of Eye Defects

By THOMAS HARRISON EAMES, O. D.,

Somerville, Mass.

SO MUCH material in education is presented through visual channels that good vision is one of the most important requisites of school success. Unless visual perception is good the pupil must work under a handicap. The formation of correct visual impressions depends not only on the perfection of the visual areas in the brain, but on the proper functioning of the eyes. Defective eyes cannot function perfectly and should be detected as early in school life as possible in order that appropriate treatment or correction may be given by the proper specialist, removing the physical and educational handicap. The demands made on the eyes by school work are considerably more than nature intended. Close application and the accommodation of the eyes to near work, combined with poor lighting, improper posture, poor grade of paper and many other factors influence the developing eyes of children and give rise to various functional and developmental defects for which the child must compensate at the expense of considerable excess neural energy. Such defects exert an inhibitory influence on the individual and frequently cause retardation. A host of unfavorable conditioned reflexes are formed in connection with eye-strain and school work.

It must be understood that vision takes place in the brain, of which the eye is an extension. The eye is the tool of the brain. In many ways the eye is similar to a camera. The pupil is the point of entrance for rays of light from the surroundings. The crystalline lens corresponds to the lens in a camera and, with the refracting media of which it is the principal one, focuses the entering rays on the retina, a nervous membrane corresponding to the camera film. It contains the receptors which are stimulated by the light rays and sends neural impulses to the visual centres in the brain, where sight occurs. The movements of the eye are accomplished by the action of six extrinsic muscles, and it is focused for different distances by an internal muscle, the ciliary. The adjustments and movements of the two eyes, acting together in binocular vision, are synchronized by the visual centre.

No eye is entirely perfect, but, when the eyes are at rest, if rays from distant objects focus on the retina without effort on the part of the eye, the condition is called "Emmetropia," or correct vision. If, under the same conditions, the rays failed to focus in the eye but tended toward a point behind it, the condition would be called "Hypermetropia" (far-sightedness). This is by far the most frequent defect, especially in children. At birth all eyes are hypermetropic, but they immediately begin to grow toward emmetropia. Those which do not reach that stage of development remain hypermetropic, and those which overshoot the emmetropic condition become "Myopic," or near-sighted. Rays entering such eyes are focused before they reach the retina, unless they are divergent.

Other associated conditions being equal, there is no eyestrain in emmetropia, but in hypermetropia, the prevailing defect, eye-strain, occurs in proportion to the degree of defect, and often results in squint and fatigue. Hypermetropia often acts as a handicap in school work, and is the most important refractive error with which education has to deal, but, unfortunately, the ordinary visual acuity tests made in the schools never betray its presence except when it occurs in extreme degrees. This is especially significant as the child with low or medium hypermetropia can usually obtain normal visual acuity by the expenditure of excessive nerve force, resulting in eye-strain.

The Myopic, or near-sighted child is able to see his books in most cases, as rays entering his eyes from objects at the reading distance are usually sufficiently divergent to compensate for his refractive anomaly. He usually has trouble in seeing the board as well as he should. This is the refractive condition most often detected by the visual acuity tests. It may be stationary or progressive in character, and, as in the case of hypermetropia, requires correction.

Astigmatism is a condition of unequal refraction of the rays entering the eyes and it sometimes results in low visual acuity, especially when of high degree. Eyestrain is the usual result and correction is necessary.

Defects of synchronization of the two eyes, when used together as is ordinarily done, fall under the head of "Phoria." These defects are due to imperfect innervation, and are as follows: Hyperphoria, a case in which one eye *tends* to deviate above the other. Esophoria, one eye *tends* to turn in. Exophoria, one eye *tends* to turn out. The tendency to turn in or out, up or down is usually overcome by excessive nervous effort. If the eye actually turns away from its proper position, the case is no longer a phoria, but Strabismus. Phorias are often found among retarded children. It has been estimated that more than three-quarters of non-readers have exophoria.

The teacher is in an especially favorable position for detecting eye defects and should be prepared to do so and report to the parents any cases in which it is thought that any eye trouble exists, so that steps may be taken to correct it. In many schools visual acuity tests are made periodically and the parents of children with low vision are notified. It is customary to place the child twenty feet from the visual acuity chart and have him read, with one eye at a time, all the letters he can. If he fails to read the line designated as normal his eyes are deemed faulty. If he has "normal vision" he is considered as without serious eye defects. As previously stated, this method does not detect the cases of low and medium hypermetropia which are precisely the ones causing most eyestrain. In high hypermetropia vision is reduced because no effort can compensate for it, however excessive. In such cases the child makes no effort, and is not as much hindered by the low vision as is the child with continual eyestrain arising from muscular compensation for low or medium hypermetropia.

More precise tests are necessary. They should be easy to administer and not require too much time, yet they should give a better idea of the eye condition of the pupil than is obtained by the visual acuity test alone. The following technique is recommended for use in the schoolroom. The teacher should be provided with a visual acuity test card (Snellen type), a convex lens of .50 diopter, and a clock chart, all of which may be obtained from any optical supply house. The card is placed near a window in good light, or a shaded fifty watt electric light may be used to illuminate it if the bulb can be shaded entirely from the direct vision of the child being tested. Such a light should not be more than three feet from the card and should illuminate it as uniformly as possible. The visual acuity is first measured in the usual way. The child stands at twenty feet and, covering one eye at a time, reads as many lines of print as he can with the uncovered eye. The eye under the cover should not be closed. If the child fails to read the line designated as "normal," "20 feet," "20/20" or "100 per cent" he needs attention undoubtedly. If he reads this line or even smaller type, place before the eye being tested, the .50 Diopter convex lens and ask if he can still read it, and if he can see just as well. If he cannot, he is probably not hypermetropic, but if he can read just as well with the lens he is proven a Hypermetrope, and should receive attention just as much as the near-sighted child. Then direct the child's attention to the clock chart. This chart has twelve sets of radiating lines. The pupil is asked whether all lines appear the same or whether some appear darker. If one set (or more) appear darker than the others astigmatism is indicated and of course, the case should be reported. If all lines appear equally black the indication is negative.

Test for phorias cannot be made in the schools with sufficient accuracy unless rather expensive equipment is available. The simple tests are open to so many sources of error that this field had best be left for the specialist. Phorias usually accompany refractive error and rarely occur without it, so that the tests for hypermetropia, myopia and astigmatism are sufficient to detect those who need eye care. In addition the following symptoms are often indicative of phoria. Occasional double vision, frowning, watering eyes, feeling as if the eye was being pulled, inflamed lids, and nervousness. Sometimes confusion of lines or letters in reading is traceable to phorias.

Eyestrain in general is characterized by symptoms as follows: Headache (in forehead, temples or back of neck), blurred vision, watering eyes, sensitiveness to light, frowning, inflammation (flaky lids and styes), pain in eyes, holding the book near eyes, eyes turn in when fatigued, double vision, difficulty in seeing blackboard, nervousness, and poor reading or spelling. These symptoms the teacher may detect in her classroom and with them in mind may more readily pick out those whose eyes are handicapping them and who are in need of attention.

The Business of Friendship

The happiest business in the world
Is that of making friends—
And no "investment" on "the street"
Pays larger dividends.
For Life is more than stocks and bonds—
And Love—than rate per cent,
And he who gives in Friendship's name
Shall reap as he has spent.

Life is the great investment,
And no man lives in vain
Who guards a hundred Friendships
As a miser guards his gain.
Then give the world a welcome
Each day whate'er it sends
And may no mortgage e'er foreclose
The Partnership of Friends.

—Author Unknown.

The Women's Club Movement

An Appraisal and Prophecy

By A. O. BOWDEN

Silver City, New Mexico

WHEN one sets about to take stock of his business, to determine his debits and credits in order to make plans for conducting his business he does so in order to cheer himself up, and also to furnish a basis for increasing his activities for the year. When we engage in a similar undertaking, such as an appraisal of a social movement like that of the Federated Women's Clubs of America, we are frequently indulging in a sort of social apologetics. Often the business man concludes his stock-taking with a deal of embarrassment, but that, of course, depends in part at least upon the condition of his business at the time of the stock-taking when compared to the circumstances under which the business was established. The mere listing of his assets and liabilities does not tell the whole story. From these figures he does not know anything about the state of his health, the happiness of his family and friends, etc., all of which enter into the condition of his estate.

Probably Dorothy Canfield Fisher has overdrawn the picture describing the plight of womankind the world over, and particularly in the United States in the early part of the nineteenth century. She pictures them largely as invalid individuals, ignorant, downtrodden, enslaved housewives and mothers prior to 1860. It is true that many women in those days enjoyed ill-health; that they had not even a soul to call their own; that they were frequently reminded of their ignorance by overbearing men. The same is true today with some women. Some women in those days were relatively ignorant and a smaller number are ignorant today. Some men in those days were overbearing and cruel, some are likewise today.

Women were artistic mothers then as they are now. Their chief career then was homemaking, and there were no schools except the home to teach homemaking. There was little need for much education for women except the three R's. On the whole, women were not less educated then than men, although there were no colleges for women. A few men were college bred—enough to supply schools with their teachers, churches with their preachers, the bench and affairs of state with legal minds, but the rank of men were as illiterate as the women. There was probably never a time in the history of the race when women were any more slaves than men, the difference is in the division of labor, and since the work of women was almost purely manual, i.e., home work, since they held no offices, their work was considered "inferior" to that of men who directed the affairs of government. But there can be no doubt that woman's condition then and now furnishes a lively and interesting contrast.

Anything more than a superficial consideration of this vast woman's club movement of self-activity will convince one that the cause of the development of women to her present high state of culture was not her enslaved and downtrodden condition. The cause of this wonderful movement lies deeper than an awakening consciousness of her plight. It is linked up, rather, with the great u-rush of the spirit of democracy which has swept the civilized world like a mighty storm. It is closely connected with the altered economic status brought about by this dynamic democratic spirit and the increased labor-saving machinery.

The highest praise and everlasting credit is due to women, not because they became conscious of their so-called enslaved condition, but because their keenness of insight, even without broad academic education prompted them to busy themselves in their own development. The industrial revolution which began about one hundred years ago brought about altered conditions which gave impetus to this growth.

The chief business or industry in which women have always engaged and one in which they will always be the central and essential figure is homemaking. For some unaccountable reason God ordained that women should bear the race, and that means that they are in their chief activity basic and fundamental not only to civilization but to the permanency of the race itself. But a devastating concept which grips one's admiration is that they have had the urge and have found the time to engage in organizing into groups and clubs which have alleviated suffering, administered to the needy and elevated and improved themselves in acquiring the culture of the race. This is in evidence when we consider the wide and varied purposes around which these clubs have been organized.

Two main currents of movements are distinguishable in the social stream of American development in the birth and growth of women's clubs. The first is characterized by numerous isolated efforts on the part of women in many sections of the United States to organize themselves into altruistic service and self-help groups. This method of growth shows that these women's clubs are a social "movement." Social movements do not vacillate and fluctuate. They are different from public opinion, etc., in that there are no styles, no sportive interests. Movements go on forward steadily with no reaction, and give a formal organization to a trend in society. No one person starts a movement, it is the result of a social need. A movement controls the agitator rather than vice-versa, he cannot go beyond the ground swell of the movement. The difference between a social movement and a social fad or epidemic is that a movement starts from a rational thought-out idea-force which has for its purpose an adjustment to changing and altered social conditions while a fad, fashion, or epidemic has none of this rational element. A fad or epidemic is largely imitative, and is often a sign of group disintegration. Social movements usually alter permanently social status and conditions, but fads and epidemics generally leave the status not greatly changed. Women's clubs have all the characteristics of a social movement.

The women's club movement started in these isolated efforts of women even before the beginning of the nineteenth century. A woman's club was established as early as 1735 in New York City, and one was flourishing there as early as 1747. The purpose of these early clubs was "philanthropic and literary." The real movement of women's clubs, however, did not begin until the first of the nineteenth century. In 1839 there were as many as 680 clubs or societies. From the start women's clubs were a light-giving and seed-growing organization and, unlike most men's organizations, were not chiefly for social purposes.

The second current in this movement began to assume more definite direction in 1867 when the Press Club of New York City gave a dinner to Charles Dickens. A number of women who were quite literary and active in many women's club organizations were refused admittance to this dinner; because of this they resented this dinner incident and met the following year to organize a club of their own to which the name Sorosis was given. This was followed by similar organizations in New England and many other Atlantic states. From this time forward the movement spread rapidly, and in a more concerted manner, until in 1889 the Sorosis Club of New York City invited all clubs to send representatives to the celebration of its twenty-first birthday. It was at this meeting that the General Federation of Women's Clubs was organized and soon after a general agitation was begun in many states to form state federations, and now every state and territory of the United States has its federation. In all these federated clubs there are more than 3,000,000 members, and in all clubs both federated and non-federated there are more than 6,000,000 members. New York state has over 400,000, which is the largest membership and New Mexico, with 2,000, is the smallest of the states reporting.

That the women's club movement is now a permanent institution in our social democracy cannot be doubted when we proceed further in this stock-taking. The General Federation of Women's Clubs has a board of forty-nine directors, and the committees cover the subjects of art, civics, civil service reform, conservation of our natural and other resources, education, home economics, industrial and social conditions, legislation, literature and library extension service, music, public health, and National Education Association and school patrons' departments. The clubs are self-supporting and incorporated and concern themselves with all branches of human activity. In many places in every state they have their own quarters some of which are the last word in economy of construction and efficiency in organization and administration. Their activities are among the most important of any club organizations in any community. As activity-service organizations they cover such work as the promotion of concerts, dramatic performances, Americanization work, instruction in voting, cooking classes, public health activities, city planning, etc.

As self-development and growth organizations they are a study whose extent covers all fields of human culture with special emphasis placed upon the humanities, current events and a considerable effort in the sciences, homemaking and the like.

No history worthy of this great movement has been written and the only history that exists is in the oral state, except, perhaps, a brief early account by Mrs. Croly. Some capable writer in the organization should bring the complete history of such a powerful movement before the civilized world, and doubtless some one will soon furnish us with socially interpreted data of this organization. There is little or no documentary evidence and little statistical data of what women's clubs are or have been doing for more than a century. It is rather a commentary on our scholars that no dependable educator nor social scientist has considered a thorough study of this movement greatly valuable. Perhaps the General Federation itself should set about a complete stock-taking of its past efforts, its present activities and growth and its future possibilities.

A PROPHECY

One cannot make an appraisal of a situation or condition without making a prophecy, for an appraisal is bound up not only with what has been and what has been done, but also what is likely to be, and the prophecy here given will be interwoven with certain of the outstanding tendencies of the present.

King Balak of the Moabites once upon a time was sorely pressed by the Israelites, and thought it necessary to import Balaam, a prophet and a stranger, to whom he paid an exorbitant price to curse the Israelites, but instead of cursing them Balaam, the prophet, blessed them.

I am not a prophet, and have not been imported by any one to write in condemnation of the great social movement known as the Federation of Women's Clubs, but I shall voluntarily bless them in their efforts to elevate themselves, to serve the community, to foster and spread the benefits of cultural education in all its phases of human culture.

There have been three periods of development in the growth of women's clubs, and these are roughly parallel, in time, with the nation's development. The first is our industrial growth, and women's clubs became noticeably active in their organization simultaneously with this awakening. Our industrial revolution has been a slow process, but it has resulted in relieving women from much household drudgery and has given them time to improve themselves and to devote their energies to community betterment. Woman's status changed because the division of labor, her portion and kind of work changed. New fields of endeavor opened up before her and she has been quick to take advantage of her opportunities. The second period is characterized by the missionary zeal with which she has spread the doctrine of group effort among women toward self-education and social service to every corner of the civilized world. England and the important European countries have been touched.

The best education one can acquire is self-education, and the American women are seeing to it that an opportunity for obtaining this is available to them even after they have passed the age of formal education in the schools. It will be recalled that our present academic educational facilities in the past have been largely man-made, man-organized and administered. It has been through the club woman's efforts that people in small towns have learned how to take advantage of leisurely intimacy. She has been responsible for the original impetus in founding at least 80 per cent. of all the public libraries in the United States. She is trying to be something more than an efficient cradle rocker for children. She has found a bigger purpose in it all. She knows that the only way to become this efficient cradle rocker and an efficient citizen as well, she must devote much of her time to subjects that enlarge her mental background and understanding of the world around her. She must see to it that all her available ability must be devoted to securing every means of aiding the private home by helping to create a decent town council, proper law enforcement, good schools for the young in the community, edifying parks and playgrounds, and by fostering many other intellectual and moral facilities of a public character. The influence and power of the woman's clubs are greater than that of magazines and other forms of printed matter issued to the public to read. Largely through her efforts the once popular Chautauquas came into being, correspondence courses attained their popularity and value, extension classes from educational institutions became important, thus bringing the university campus to every man's door. In fact, the whole adult education movement which has recently become so popular and effective should be accredited largely to her efforts.

The federated woman's club movement is in the direction of adult education at the present time, both in educating for action in the forms of skills and also in appreciations and living. The movement points toward social action as an achievement as well as toward personal development as an achievement, although the latter is the core of her activity. One of the prophetic indications in recent years is that the broadened scope of development and achievement in social action assumes the function of pre-parental, parental and adult education. The hope of her greatest service lies in this direction. This is necessarily true because the public schools are now ill-adjusted and administered in the task of furnishing sufficient training to the young to enable them to meet effectively a dynamic and rapidly changing civilization. Women in their organization have helped to start one of the most significant movements in the history of education, that of adult education.

These changing conditions will make the demands of an adult society more difficult to meet in the organized schools as our culture increases. The sum total of our culture, which is assuming mountainous proportions, is increasing so rapidly now that it is impossible for the schools to include a sufficient amount of it in their curricula, and the dissemination of the rest of this enormous culture will have to be cared for by such adult private organizations as the woman's club. The problem now is to keep educated and to stay abreast of world development. Within the last five or six years the spread of the adult education movement has hardly been short of phenomenal.

Our educational endeavor has two main purposes:—

1. Provision for training to acquire facility in the use of tools of learning, such as reading, writing, arithmetic, etc., and the techniques of interpretation of our complex civilization. The acquiring of the skills of learning and activity can best be obtained in the schools and while students are immature. Schools do not have time, however, to do very much towards cultivating appreciations and development. 2. The other part of the school's efforts is intended to provide training for growth and the proper use of leisure. This side of our education is assuming more important proportions as our culture increases. And in this, our schools are least able to function effectively.

Generally we may say that there are three classes of people in our civilization. 1. There is the so-called four hundred class whose members are more or less parasites. It has sufficient wealth to do what it wishes to do, even many of the very rich move in this class. These do not make any decided contributions to civilization, they consume, but do not produce our culture. 2. The second class is sometimes called the middle class. It is composed largely of the propertied and the professional class. People in this group are usually financially and economically independent, they have normal-sized families, they are socially independent, they operate in great part most of our industries and small business enterprises, they furnish the stability of our existing civilization. 3. The third and lowest class is composed of the very poor; they are usually poorly educated; they manage to eke out an existence by daily labor. They, like the four hundred, do not contribute greatly to the sum total of our culture, their time is too much taken with earning a living.

But it is to the great middle class that we look for our scientists, teachers, doctors, lawyers, and writers. For the most part it furnishes the push, the ambition and urge toward progress. The personnel of women's clubs comes from this source. This is not saying that the membership in women's clubs is a mediocre group, rather it is urged that they are the salt of the earth; that they have in their hands the power to stabilize and further the constructive advance of our culture on to a higher plane. All progress has come from this class and instruction in a limited amount of literary and scientific content of human knowledge, the women's clubs in connection with the Adult Education Movement will continue to provide additional education in appreciations and an opportunity for growth and the enjoyment of leisure. So long as these women grow intellectually and in ability and desire to serve we need have no fear of a collapse of a civilization, for they make the homes, train and influence the young, set the pace and elevate the tone of community life.

Women have long been in industry and they are now entering business of nearly all descriptions, yes, they are entering *big* business, too, at least some have controlling interest in large financial corporations. With their keen insight, their economical natures wrought by long years and even centuries of managing the income of the family, their sense of justice and their indifference to political affiliations when the welfare of the homes and community is at stake, they will alter many of the evil practices now in evidence in big business. Club work of the future will serve as an inspiration to these business women just as it has in their homemaking and self-development.

Veblen's distinction between business and industry is in point here. Industry involves the physical mechanisms by which goods are produced and distributed. This involves fields, factories, warehouses, transportation systems, etc. Men and women who handle the machinery needed to produce, manufacture and distribute any kind of goods are engaged in industry. But business is a " paper shadow " over and above the operation of industry. Business deals with process, while industry is concerned with pounds, feet, gallons, etc., of consumable goods. Business has always been the mar-plot of industry in the sense of the numerous lockouts, " business cycles," depressions, etc., the operations of the stock market. Industry is a form of applied science and engineering while business is a form of speculation and guess work. Business is a game and industry is a vocational occupation. Women, then, are now and have always been engaged in industry. It is probable that women with their conservatism will serve as a stabilizing factor in business, once they have entered it in large numbers. Whatever form their occupations take in the future they will always be in the " home industry " and will control that regardless of what the men do. It is not too much to hope that with the aid which the various study clubs may give women will furnish better homes, bring into the world and into efficient citizenship a happier, healthier posterity than has ever yet appeared on the surface of the earth.

Lord Acton, the great scholar in history, wrote of historical thinking as better than historical learning.

—Charles F. Thwing.

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They Say

EDWARD W. BERRY, dean, Johns Hopkins College of Arts and Sciences:—

" In recent years, in the United States, we have had a regular Ph.D. craze. Thousands of students have gone in for post-graduate work for which they are not fitted. At least one-third of all America's graduate students are 'drifters'— students who don't know what they want to do, and are waiting for somebody or something to decide for them."

SHAILER MATTHEWS, University of Chicago:—

" The religious leader of the future must stop trying to scare people to be good and must help them to be good for something."

WILLIAM C. BAGLEY, Teachers College, Columbia University:—

" It is much easier to formulate ideals of what a good school should be than to set forth a program for realizing these ideals."

GEORGE BERNARD SHAW:—

" I vision England as a small star in the American flag."

MARY E. COUGHLAN:—

" The possibilities of the radio in the educational field are stupendous, so much so that it is really imperative that educators and school boards realize this fact and lose no time in giving to the children of America the benefit of this marvelous discovery."

SUSAN ERTZ:—

" Girls' dreams are always of the man they are going to marry; boys' of what they are going to be. When a man's dreams are over he has begun to die, but when a girl's dreams are over she has begun to live."

GEORGE W. FRAZIER:—

" If a child learns to listen to good music and to love it while attending school, and then keeps on through life with this enjoyment; if he learns to appreciate beautiful and artistic surroundings, and takes this love with him when he leaves school; if he learns to play games that add to the happiness and healthfulness of life, and then keeps on playing them; if he learns to be a good citizen of a school community, and keeps on being a good citizen in a larger community; if his interest in history in school develops into a permanent interest in world affairs; if the good English he learns to speak in school is carried into adult life; and if all the good habits, ideals and attitudes developed in the elementary school remain with him throughout life, that child has got the thing we call education."

JOHN DEWEY:—

" Until the public school system is organized in such a way that every teacher has some regular and representative way in which he or she can register judgment on matters of educational importance, with the assurance that this judgment will somehow affect the school system, the assertion that the present system is not, from the internal standpoint, democratic, seems to be justified."

GLENN FRANK:—

" In the deepest sense we cannot teach anybody anything; the best we can do is to help pupils to learn for themselves."

J. W. CRABTREE:—

" We are only at the beginning of the adult education movement in America. Both labor and capital predict a five-day working week within ten years. Along with this will come the clearer realization that the period of school attendance is the beginning, not the completion of an education. The fallacy that there cannot be education save within four walls, over the door of which is the word 'school,' will disappear."

ABBOTT C. MARTIN, University of the South, Sewanee, Tennessee:—

" Literature is to life what the score is to music. Not to conduct, not to manners, but to life. Literature is what gives us a sense of the reality of life, of the permanence of our kind."

HENRY HAZLITT:—

" Of all the strange crazes that sweep semi-annually over American criticism, surely none will seem odder to the future literary historian than the present attempt to pump life into that particular rationalization of reaction and gentility that passes at present under the name of humanism."

J. MACE ANDRESS:—

" The failure of teachers today to know the homes of their pupils is well nigh universal. Yet what miracles the teacher might work if she could penetrate into the home life of the child."

PROFESSOR HARRY A. OVERSTREET, College of City of New York:—

" Men that have real distinction do not have to prove others are rotten. . . . Many persons try to maximize themselves through various delusions."

Everyday Life in Russia

(*Twelfth Article*)

By L. H. PUTNEY*

Let us take a peep inside one of the state-owned, state-operated industrial plants. Imagine that you are visiting with me the offices of the Peasants' Gazette in Moscow where some three hundred persons are employed. The mechanical work is done in another building some distance away. The first thing that you will learn is that all the employees from the manager and editors down belong to the same trade union. The only difference between the position of those officials and that of the humblest clerk or even the scrub women is that they are appointed by the government while the latter are hired by the management. When the workers of this establishment "demonstrate," as they did in connection with the Chinese Eastern Railroad difficulty, these officials march in line with the others. One of the most important rooms in the establishment is that occupied by the Mestkom or works' committee. There is also a clubroom with a stage for theatrical performances, and a restaurant room. Samovars of hot tea, which is the universal drink of Russians, are scattered all over the building, just as tanks of ice water would be in an American factory.

In this connection let us say that the U. S. S. R. obtains most of its tea from China in the form of "bricks," which look somewhat like large cakes of chocolate. When tea is to be made, shavings are whittled off from the brick, much as they are from a plug of tobacco to fill a pipe. Because tea is such an important article in the life of the Russian people, the Soviet Government is encouraging the planting of tea "gardens" in Georgia. But to get back to my subject. Meetings of all the employees of the establishment are held at frequent intervals to enable the manager to outline his problems and to permit the other officials to make reports to the "comrades." A general discussion then follows, and in the course of it any employee is free to make suggestions, which are always given consideration by the management. Right here, however, the power of the worker ends, for although much effort is made to impress upon them a feeling of ownership, they have no part in the actual control of the business.

One thing which especially interested me in the offices of the Peasants' Gazette was the legal department where a staff of lawyers is kept busy at the expense of the establishment answering questions and giving advice to the subscribers. I was told that the applicants come from all parts of the country. The day I was there the outer reception room was crowded with a typical bunch of Russian peasants, all of whom were rather ragged and unkempt in their appearance. Like everything in the U. S. S. R., the procedure was slow. In this outer room by some process that I could not fathom the peasants seemed to be divided into small groups. As soon as that was done, they proceeded to an inner room and from this they were admitted one by one to the consultation room, where all the lawyers and a host of clerks had their desks.

Not only does the Peasants' Gazette publish a weekly paper having a circulation of over 1,400,000 copies but fifteen other magazines as well. Among the latter is one for farm children and also an illustrated humorous paper. Another of its activities is the publication of a series of little booklets of sixty-four pages each on technical matters of interest to farmers. They are written in very simple language so as to be understandable by those whose education has been the most limited. Although illustrated, these booklets sell for only ten kopecks. In order to foster the drama among the children of the peasants, for all Russia is keenly fond of the theatre, the Peasants' Gazette has put out a number of books of short plays suitable for young people to stage. I was especially interested in learning how all these magazines and books were distributed, and upon inquiry was informed that not only the postmasters and postal agents but also the rural postmen, who make a round of the villages twice a week, accept subscriptions and orders.

Every state workshop or factory in Russia has its organ. Sometimes, as in the *Investiya* plant, these are regular papers printed from type like similar house organs in the United States, but more often they are prepared on a typewriter, or even written by hand, and posted on the wall in some conspicuous place where all the employees can easily read them. They consist of news items and articles of general interest, which have been written by some of the workers. Frequently, too, they contain poems and jokes, and sometimes quotations from books and magazines. Not infrequently they are actually illustrated with cartoons and other original drawings, and with "snap shots."

(Continued on Page 265)

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*Foreign Representative. Little, Brown and Company.

Was This Teacher Crazy?

By ARTHUR DEAN

He was a substitute and so the children didn't take him very seriously, saying to themselves: "Oh, he won't be with us long and what he says doesn't count. Our regular teacher will be back soon."

He was a queer sort of "bird" (I am using the expression as I heard it). "You see," said one of the pupils to me, "he goes at things differently than the regular teachers. He did not seem to care very much for perfect recitations. The nearer a pupil got to reciting the exact words of the book the less he seemed to like it. If a pupil disagreed with anything he said he smiled all over. He did not even give us a test."

The regular teacher did not return, so the substitute had the job the rest of the year. At the end of the first month he handed out the marks. Protesting hands were raised when he announced that the marks were coming, one boy saying: "But you haven't given us an examination!" A girl spoke up: "But you did not tell us there would be any marks. In fact I think you told us that since you would only be here for a few days that there would be no examination until the regular teacher returned."

But the substitute only smiled as he commenced to read the marks. "Albert Brown gets the highest mark in the class. I have given him one hundred. I understand from your faces and from your little exclamations which I could not help but hear, that you do not think he deserves this mark, because you all seem to know he did not always recite his lessons perfectly. But Albert, as you must all agree, is thoughtful of others, polite to his teacher, respects himself, and does as well with his books as he can. What more would you want of any boy?

"To Winnie Davis I am giving a mark of ninety-five, because her nails never say that she is in mourning for a lost relative, her hair is neatly arranged, her eyes and complexion show she has good food and plenty of sleep, her smile is quite catching (and I wish more of you had been caught by it), and she is intellectually honest in that several times she has said in the class, 'I do not know, sir, I tried to know but I can't understand it.' You believe her, I believed her. These qualities mean more to her success than all the printed facts written in the textbooks."

And so the substitute went on down the line, recognizing the values of clean finger nails, of honesty, of keeping one's word, of doing what was right and doing it cheerfully, of confessing that one did not know, of smiling in the face of difficulties, of keeping his or her desk orderly, of healthy curiosity, of avoiding temptations, of being a good loser, etc.

Was this teacher crazy? Evidently, for the next year he was not reelected.

Copyright.

Everyday Life in Russia

(Continued from Page 263)

Perhaps a few words about trade unions in the U. S. S. R. may be in order. It is claimed that 90 per cent. of all the persons employed in industry there belong to such unions. As we have already said, only union members and the peasants enjoy suffrage, but by a very adroit scheme of proportionment, the industrial workers, although greatly in the minority, have a preponderant influence in the government. All the workers in a particular shop or factory belong to the same union regardless of the kind of work they do; for example, in the Red Perikop Cotton Mill spinners, weavers, dyers, engineers, carpenters, electricians, managers, and typists are members of the textile union. As a result, there are only twenty-three trade unions in the entire country.

In every establishment employing as many as twenty-five persons, whether state owned or private, there is a *mestkom,* which exercises the "right of supervision so as to insure rational management of the undertaking." In smaller establishments the workers are represented by an authorized deputy. All the branches of a union in a particular district are united into a section, and these sections in turn into larger ones representing the whole province, territory, or republic. Finally, that there may be national co-ordination, there is a central labor committee for the entire U. S. S. R. Besides, there is a sort of amalgamation of all trade unions of a particular district, province, territory, or republic, for the purpose of putting up a solid front in event of emergency. And to complete the story, there is a Labor Union Congress for the entire country, and the V. S. S. P. S. or All Russian Central Council of Trade Unions elected by the congress, which correspond quite closely in their workings with the Union Congress of the Soviets and the *TzIK.* The great white marble palace on the banks of the Mocksa, known as the Dvorets Truda, where all these national labor organizations have their headquarters, is by far the largest and most pretentious building in the Soviet capital, and one which makes most of our department buildings in Washington seem small by comparison.

Wages and working conditions are established by contracts made with the trade unions, but the minimum rights of the workers are set forth in a code of labor laws, and any transgression of them is a crime. There are arbitration boards to settle disputes between the local plants and their unions, and a central arbitration committee under the commissariat of labor to adjudicate differences in general contracts. There is also an elaborate inspection system with inspectors who are appointed by the trade union councils and possessed of dictatorial powers. Apparently the unions are not satisfied with the rights guaranteed to them in the code, for the same struggles for additional rights and privileges as take place in the United States at similar times occur whenever a new contract is to be signed.

In one respect trade unions in the U. S. S. R. are far more constructive than in our country. They exert through the medium of their clubs a very positive influence in fostering education and cultural development. In 1926 there were over 3,900 such clubs with a total membership of approximately 1,000,000. Each club is sponsor for one or more smaller organizations known as "red corners" having twenty-five or thirty participants. While the clubs busy themselves with questions relating to trade unionism, the "red corners" devote their attention to study and cultural improvement. Among their activities may be mentioned music, especially community singing, letter writing, politics, athletics, the radio, library organization, and anti-religious propaganda. In 1925 there were in the whole U. S. S. R. over 6,800 trade union libraries, which had more than 1,375,000 subscribers and possessed books in excess of 8,000,000. Another important work of the trade unions is sponsoring dramatic performances, concerts and moving pictures.

(To be continued)

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

336. Is a superintendent justified in holding a meeting on Saturday? (Vermont).

Yes, there may be cases where he is justified, but let him try to do it. He won't be very popular. That doesn't trouble you, you say. Oh, yes, it does. You want your teachers to like you. I hope you are human enough for that. We all thrive on approbation. And the more serious side is that you must have their confidence and friendship if you are to get the best of them for your schools.

Saturday meetings are a thing of the past even in rural districts. In fact, it pays to take part of the time for such a meeting out of the regular school time. It makes the teacher feel better and be in a more receptive mind while the element of fatigue is partly offset by the earlier meeting. A meeting held after school while the darkness falls can never be as profitable as one held a little earlier.

No, if I were you, I would not try holding a teachers' meeting on Saturday or Sunday, although technically the teachers may be paid for both days.

337. Who should have the deciding vote in a pupil's promotion? (Nevada.)

In cases of doubt the principal and the teacher should decide it together. The welfare of the pupil from the physical and moral as well as the scholastic point of view is the criterion. Usually the classroom teacher is best qualified to speak on the pupil's power to go on, but occasionally we have a teacher who can see little beyond her subject, and the principal from a greater distance may feel sure that, all things considered, pupil and school, the pupil should go on. In such a case the principal may feel it urgent to advance the pupil and should have power to do so.

338. How can I get my teachers away from map work in geography? (Virginia.)

Every supervisor meets that problem. The geography whether taught alone or in combination with history and civics lends itself to problem and project procedure, and if handled in this way pushes map work into the background where it belongs. The curriculum through its aims and content should suggest appropriate problems, and books on handling problems and projects in the social sciences are available to every teacher. Heading her toward them and converting her to their use is a supervisor's job.

The work in the fourth and fifth grades should head up into projects and give way gradually to problem solving in the sixth. Your teachers may need much encouragement and guiding in handling their geography in this way, but once they get it, it is such a joy to them as well as to the pupils that they will never go back. The excess map work is just a hangover from the old assignment and test teaching. They resort to it because it is easy and definite, and they can see it. One of the common difficulties in teaching geography or the social sciences is the lack of material. Next to the reading we should put our wealth into these subjects. Just now we have scores of beautiful geographies and histories coming off the press. You don't have to buy one for every child. Half-sets and class libraries make an exposure of twenty of our newest and loveliest books a comparatively inexpensive matter for each grade.

Individual accomplishment books in geography minimize map work, and help teachers as well as pupils.

339. How can we induce teachers who have taught some time to take professional courses? (Massachusetts.)

Some of the following ways are used with success in various places:—

(1) Recognition of teacher advancement by increase in salary, either on the maximum or temporarily.
(2) Fifty dollars for approved courses. This pays the tuition and traveling expenses to a nearby city, and is helpful in places paying the smaller salaries.
(3) Making professional promotion partly dependent upon courses.
(4) Using course work on curriculum committees.
(5) Bring the courses to the teachers, thereby lessening the expense and trouble.
(6) Uniting with other places for a course in the most convenient centre. This is particularly successful with small towns, as it gives the teachers a chance to socialize and compare results.
(7) The superintendent, supervisor, and principal often take courses with the teachers. This gives a sincerity and friendly background to the project.

340. How far down should geography and history be taught in combination as a social science? (Maine.)

If the principle of teaching them that way is right at all and based on the idea of "life situations," as I believe it is, they should be taught the way from the beginning, usually grade four.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Oars

Many years ago I spent a summer in a delightful little fishing village in Northern Maine. One of my greatest pleasures was to take an ax and set off across the little bay for the farther shore in search of driftwood. There was a double pleasure in the little jaunt, for not only did I thoroughly enjoy the ramble along the wave-beaten beach in search of stranded wood, but I gloried in the prospect of the blazing driftwood fire that would send out its glowing many-colored cheer in the coming evening hours.

On one occasion, in order to load the boat more easily, I placed the oars carelessly alongside on the sand. I did not think of them again. I repeatedly drew the boat up by the painter as the tide advanced, but left the oars lying where I had placed them. Of course, the tide carried them away. When I discovered what had happened I was a little discouraged. My first thought was to call across to some fisherman to come and get me, but I felt a little ashamed of my careless act. I looked about for a piece of flat wood but found none strong enough to use as a paddle.

At last it occurred to me that I had a good sharp ax aboard and that there were plenty of husky pine logs about from which, with a little time and hard labor, I could cut myself a new pair of oars.

The prospect of getting myself out of my difficulty in this way rather appealed to me so I set to work at once. I first cut two good wedges from a piece of oak that I found handy, then with their aid I split off slabs of pine of the proper thickness. The rest was easy. In less than an hour I had two very serviceable oars. With the aid of these home-made tools I easily recovered the oars that had drifted away. With them in hand I rowed merrily back to camp.

Last evening I heard a quartet of negroes from Hampton Institute sing negro spirituals. It was a wonderful, thrilling experience. One of the songs had this sentence in it, "You can't get to heaven by wind and tide, you got to take up your oars and row." Substitute "haven" for "heaven" and you have my experience of the summer time set to exquisite music. Substitute "success" or "achievement" or "power" or just simple "happiness" for the same word "heaven" and you have the universal experience of all mankind pealed forth in soul-haunting melody.

No, indeed, you cannot reach any haven, whether that of success or honor or happiness or heaven, itself, by trusting yourself aimlessly to wind and tide. What a merciful Providence has foreseen all this and placed close at hand for each of us the materials out of which good stout oars are easily to be made.

Life—I

The philosopher paused on the crown of the hill and seated himself on a rock. "Below us," said he, "are the dwellings of men like ant heaps scattered on the plain. Men run in and out of dark doors, they drag burdens behind or push them on in front. Their eyes are forever on the doings of their hands. Do you wonder what it is all about? Are these men free or are they the servants of another or does a blind fate rule over them, lifting them up or casting them down as its brainless hand reaches out and seizes them in an abysmal night? In thinking of these things strange tales come to me. They have wings, my friends, some wings like butterflies, some like bats, some eagle wings. Whence they come or for what purpose I know not.

"At the crossroads on a great plain a lone traveler once lay flat on his stomach watching the busy goings and comings of an army of ants. He noted how some foraged for blood and others stood guard and others tended the young and still others fed on the aphids that clustered under soft, green leaves near at hand. As he lay there a second traveler came and stood over him. 'Friend,' said he, 'what think you of yon ant that has just come across the dead body of a bee? Was it fated that that bee should die and fall where he did, and that that ant should find her and carry her off?' The first traveler looked up and smiled. 'Nonsense,' he answered. 'Had the ant taken another road from the nest, the bee would have rotted where she lay. Pure luck, my friend, led him to his feast as pure luck leads all of us to the things that we prize most.' While the two were arguing a third traveler appeared and stood near them. 'Friends,' said he, 'If I may venture a remark it would be to the effect that both of you are wrong and that the ant came upon the bee as a result of its own intelligent toil. Toil, therefore, is the solution of all things, the cause of everything and the explanation of every consequence.' 'A thousand facts dispute your theory,' answered the first traveler. 'Nothing in this wide earth can escape doing that which it is fated to do.' 'I agree on the thousand facts,' said the second traveler, 'but pure, blind luck is the influence that rules the doings of us all.' 'So be it,' said the third traveler. 'Convinced against his will, a man is of the same opinion still, therefore, I shall argue no further, but propose a test.'"

(To be continued.)

Life—II

"'Here is a silver ring, coiled in the likeness of a snake. Behold, I break it into three equal parts. I give the head to one, the tail to another, and the body I keep myself. Let us go our several ways and do our several deeds and live our several lives and then, on a day fifteen years from now, meet again in this exact spot to give testimony to the truth or falsity of the doctrines that we hold.'"

The philosopher paused to remove a sharp stone from his old sandal and then went on.

"Since the first traveler had not yet finished the study of his nest of ants, he lingered after his two companions had gone away. Suddenly, as he watched, he saw an ant struggling backwards out of the hole, dragging a tiny stone slowly into the light. Another ant pushed from below and a third lent what sideways help it could. 'Tis strange,' said the traveler, 'that so small a piece of gravel should tax the strength of three strong ants. Just then the light shone on the surface of the stone and gave back a soft golden glow that was beautiful to see. Taking out his knife the traveler picked up the stone and laid it in the hollow of his palm. He next tried it with his teeth. 'As I live,' he cried softly, 'it is a nugget of pure gold. Where this came from there is more. Luck has been with me this happy day. Here shall I pitch my tent. Here shall I wrest riches from the world.'

"Meanwhile the second traveler has passed on to a city a hundred leagues away. He was reflecting on the folly of the traveler he had left behind at the ant hill as he went along. At just the precise moment necessary a beautiful maiden left the door of her father's house and walked down to the well under the palm. She bore an earthen water jar on her head. The shadows of the two lay side by side, as from different parts of the world the man and the maid reached the well curb on the same quest for the cool water that sparkled below. The traveler smiled at the beauty of the maiden and helped her fill her jar and then accepted a drink from her shapely hands. As the two looked into each other's eyes the ends of the world seemed to fold together and enclose them and imprison them each in the heart of the other. 'Come to my father's house,' said the maiden, 'and be our guest, for you are weary with the long way.'

(To be continued.)

Life—III

The philosopher paused. "Like life, this story could go on forever, but my throat is parched with the heat and I must hasten to an end. In the case of the man and the maid the inevitable happened. Love came and caught the two as in a net that the fisherman sinks in the deep sea. The maid's father was a mighty builder of castles and bridges and a maker of roads, and the man, having a heart for that sort of work, eagerly applied himself until his name grew greater even than that of his father-in-law. 'Fate,' said he to his beloved wife, 'drew you and me from the ends of the earth to the same well curb at the same moment and thus laid the foundation for all our happiness and success in life.'

"The third traveler went his own way filled with scorn for the beliefs of the other two. Onward he journeyed for a hundred leagues till he came to a city by the sea. Here he took up his abode and began collecting from all parts the writings of the great minds of the past. Day and night he labored, copying and filing away until the walls of his home were piled high with the wisdom of the ages. The fame of his toil and its results spread to all parts of the world and the stone steps before his door were worn hollow with the feet of philosophers who came like bees to the honey of wisdom he had stored away. As he looked about at the results of his years of labor he smiled and said: 'Could luck ever have accomplished this or fate brought it about? Behold I have proved to myself and to the world that work is the great guiding principle of success.'

"The day came when the first traveler had drawn so much gold from the mine that had taken the ant heap's place, that he knew not what to do with it. While he pondered a wise man came to him. 'Friend,' said he, 'a hundred leagues from here dwells a man who has gathered the wisdom of the ages into one humble dwelling. Great and many and wise are the works that he has collected. Priceless, also, are they, for in them the spirits of wise men live on forever. How better could you use your vast wealth which fortune has bestowed on you than in the building of a library big enough and beautiful enough to worthily house in safety the results of this man's marvelous toil?' 'You speak wise words,' said the believer in luck. 'Where is there a builder whose skill is equal to the task?' 'Fortunate man that you are,' said the wise man, 'the very builder that you need dwells not a hundred leagues away to the south. He has built castles for kings and spanned mighty rivers and made roadways across the hills. Fate has prepared him for this very task.' 'Let it be so,' said the wealthy man. 'Behold there is a crossroads not a mile from here where I have built a traveler's rest. Hard by are my mines of gold. One month from today I meet two men, who many years ago crossed my path. Bring the man of the books and the great builder to that very spot at the moment when the sun rises above the plain. I would have my friends see the work of my hands and confess that luck, rather than fate or work is the ruling principle in the deeds of men.' When the wise man came to the collector of the wisdom of life, and told him of the words of the wealthy man, he smiled. 'Let it be as you say,' he answered, 'for it happens by a strange coincidence, that in the very same place and at the same hour I have an appointment with two other men.' And when the wise man bore the words of the wealthy one to the great builder, he smiled also and said: 'Let it be so, for strangely enough in the same spot and hour I am to meet two others in an appointment made many years ago.'"

The philosopher paused. "I wish the story were done," said he, "for I am rapidly tangling myself up in the very threads I seek to unravel, like a kitten playing with a ball of wool."

(To be continued.)

Life—IV

"However, on the appointed day the owner of the mines went to the crossroads and set five chairs in the travelers' rest and sat on one of them and waited. The wise man stood near and waited also. Promptly at sunrise the two travelers arrived. The wise man greeted each joyfully and led him to the wealthy one, introducing one as the great collector of rare books and the other as the great builder of the palaces of kings.

"When the three were seated the wealthy one said: 'I await two others who fifteen years ago made a solemn vow to meet me here at this hour. I shall know them, for each bore a third of a silver snake.'

"'Behold the body,' cried the collector.

"'Behold the tail,' cried the builder of palaces.

"'This is indeed marvelous,' cried the wealthy one. 'Behold here is the head.'

"When the three had made merry over the happy reunion, the wise man brought forth the building of the great library as the important thing to be discussed. 'Could this strange meeting on such a noble mission be other than the doings of fate?' asked the builder. 'Could it have come about at all, save for my good luck?' asked the wealthy one. "Are not my years of hard work the sufficient reason for it all?' asked the collector of wisdom." The philosopher paused. "My friends," said he after a moment's rest, "the library grew into being, paid for by the gold of one, fashioned by the wit of another, and housing the product of the toil of the last. As I speak to you I see a light and in the light I see a great purpose forming, and a great mind broods over it and gold rises out of the earth to rear its walls, and the mind of a man fashions the gold and now the purpose is finished and shines like the sun and other men enter in in darkness and emerge with a light about their heads; they enter in with eyes closed and come out with eyes staring at the world; they enter in mumbling strange things and rush out speaking clearly like the angels of God. And the purpose that I see shining is the Eternal Will resting in the Eternal wisdom which the doings of men lift up on the spiritual hills of earth. He, therefore, serves into whose hand is poured the wealth to enable another of inventive mind to house the creative energy of a third. There is no fate; there is no luck; there is only the slow and painful working out of the plans of the Great Architect, over whose shining pages travel the eager eyes of men, striving and striving to read the golden lines of the blue prints before them so that they may labor freely and intelligently, each according to the capacities of his soul, in the upbuilding of the great purposes of God."

Why

Aristotle said "Why"—and we have the Sciences.
Newton said "Why"—and we have the Law of Gravity.
Watt said "Why"—and we have the Steam Engine.
Morse said "Why"—and we have the Telegraph.
Bell said "Why"—and we have the Telephone.
Edison said "Why"—and we have the Electric Light.
Marconi said "Why"—and we have the Radio.
Your Children say "Why"—and their Future Depends on the Answer.

—Selected.

EDUCATION IN ACTION

Educational Movies For Bulgarian Peasants

The State of Bulgaria has gone into the movie business. The Ministry of Education has a number of trucks with motion picture outfits and explainers and keeps them continually in circulation among the peasants. During the last year the ministry has shown films to 532,000 people living in 567 villages. American reapers and threshers pass before the eyes of the peasants; they are shown the best livestock in a dozen countries; they are conducted through ideal farmers' homes, convenient and attractive; they watch babies being bathed, clothed and fed; factory wheels whirl, trains race past them, grand ships sail by and happy youth from neighboring lands appear in native costumes to dance folk dances in village squares. Then follows a short piece of wholesome humor, and the Bulgarian State finishes its entertainment about which the peasants, who file out reluctantly, will talk for weeks. This is only the beginning of this activity and it is believed that in conjunction with co-operative societies, country farm agents, teachers, priests, and the army, the state moving pictures may become a strong factor in inducing hard-headed villages to try to better their methods of work and better their ways of living.

Career Consultant Named at Harvard

Addition of a new means to aid students in Harvard University to choose a field of work after graduation is contained in the appointment of Augustus L. Putnam as "consultant on careers." The position is said to be an innovation in the field of vocational guidance at colleges. It is not to supplant the student employment office, nor the senior placement service recently set up. As a consultant Mr. Putnam is to be available for any student who desires to talk over the various fields of activity, with reference to his special abilities or tastes. The consultative services of Mr. Putnam are provided by the college, as is the student employment office, without charge to the students.

Cost of Education Shows Increase

Total expenditures, public and private, both by the Federal Government, the states, and private institutions for the education of 29,276,068 students enrolled in every level of American instruction from the kindergarten through the university in 1928, amounted to $3,035,341,209, according to a summary table compiled at the United States Office of Education. In 1928 there is recorded an increase of more than $290,000,000 over the cost of approximately the same schools reporting in 1926, it was stated. The estimated cost of the 21,268,417 students enrolled in public elementary schools and kindergartens, and of the 3,911,279 students enrolled in public high schools, exclusive of junior high enrollments, totaled $2,184,847,200 or $86.77 per capita enrolled. For the maintenance of public universities and colleges caring for an enrollment of 347,537, expenditures reached $205,753,979, excluding receipts additional to endowments, or $592.03 per student enrolled.

Seven-Month Term In South Carolina

Limitation of the public school year in South Carolina, to seven months, with a minimum of six hours of actual teaching time each school day, and prohibition of the use of public school funds for vocational schools for the teaching of agriculture, industry or home economics, are provided in a bill introduced in the legislature of that state. The bill also provides that the average attendance in any one classroom, under one teacher, shall not be less than twenty-five or more than forty pupils.

Special Session To Aid Florida Schools

The public schools of Florida need financial aid and Governor Doyle E. Carlton has been asked to call a special session of the legislature for that purpose, according to an announcement from the governor's office. The plea was made in a resolution adopted by the board of public instruction of Gulf County, where, it was stated, school funds are nearly exhausted. The resolution says the final action of the State supreme court regarding the gasoline tax has resulted in a material decrease in the school income.

Adult Illiteracy Reduced in Louisiana

Seventy-five thousand adult illiterates in Louisiana have been taught to read and write since February, 1929, when the State department of education began a drive against illiteracy, according to the assistant elementary schools supervisor, Dr. M. S. Robertson, who is in charge of the campaign. Dr. Robertson added that the workers hoped to bring the total to more than 100,000 before the census in April. The 1920 census, he said, reported about 298,000 illiterates in Louisiana, placing the state in the lowest rank in the nation. Since January 1, 1930, the supervisor stated, 8,000 adult illiteracy textbooks have been distributed.

Student Buys Taxi; Drives Chums to Classes

Thanks to the enterprise of Howard Lihme of New York, some seniors of the Sheffield Scientific School at Yale University now ride in a taxicab to recitations or laboratory work distant from their dormitory. Mr. Lihme solved the transportation problem by buying an old taxi, which he parks near his dormitory. Just before recitation hour Mr. Lihme and his passengers board the antiquated, decrepit vehicle, wedging themselves inside like sardines in a can and clinging to the running board like flies on a ceiling. Clattering and banging like a string of tin pans, the machine bounces its way for a mile through the university precincts, from Pierson Sage Square to the Medical School.

List 130 Careers For College Women

More than 130 possible careers other than teaching were listed in a pamphlet, "What to Do in the World's Work," issued by the special committee on vocational guidance of Hunter College recently. The pamphlet, compiled with a view to interesting Hunter students in professions other than the already overcrowded one of teaching, suggests careers ranging from animal breeder to tea room manager and club hostess. In each case aspirants are advised about the proper courses necessary for training in that particular field, along with information concerning advanced professional training, and possibilities of entry into the vocation. The ability to speak and write English correctly and with ease is considered essential for work in every walk of life.

Home-Making Greatest Vocation

"According to the census of 1920 there were in the United States 51,810,189 girls and women. About 30,000,000 were twenty or more years of age," declares Adelaide S. Baylor, Chief, Home Economics, Education Service, Federal Board for Vocational Education. "Of these 30,000,000, eighty-one per cent. had been married," she continued. "We can safely assume that this proportion is fairly constant and that the chief occupation of a majority of the girls under twenty-one years of age, at any given time, will be eventually homemaking. There were, in 1920, about 24,000,000 homes in the United States, which represent a demand for approximately 24,000,000 well-trained home makers. There are more persons engaged in the occupation of home making than in any other single occupation. The vocational program in home economics offers an all-round program of training based on the responsibilities of the home maker. The program is carried over into the home where actual, practical work is done through home projects. Principles of science and art related to the home are taught. Conditions for teaching are made as nearly as possible to correspond with those of the best average home in the community."

Wide Opportunities For Education in Army

The United States Army was described as a great national educational institution by General Charles P. Summerall, Chief of Staff, in an address before the Teachers' Association in Chicago. General Summerall said in part: "There is scarcely a branch of science or industry that the Army does not employ, and in turn, it reacts for the betterment of each category. Thus, while it is not conspicuous in peace, it blends and ramifies into the national life no less than it does in war. In the Army we have adopted two important educational concepts. The first of these is that the acquisition of knowledge in almost any sphere of endeavor, technical or cultural, redounds eventually to the benefit of the military service. The second is the recognition of the fact that he who has ceased to learn is of limited value to a living organism such as the Army. After many years of experiment we have adopted the applicatory method of instruction throughout the service. The student learns by doing."

Cost of Conveying Children to School

The forty-eight states are spending more than $40,000,000 annually for the transportation of pupils to public schools. In 1928, the most recent period for which a report has been compiled, 1,250,574 pupils in thirty-six states were afforded transportation facilities, compared with 1,111,553 in 1926. During the two-year period the states have increased expenditures over $5,000,000 for this additional educational service. The total cost in 1926 for forty-five states amounted to $35,604,971. Indiana ranks first among the states, with an outlay in 1928 of $4,246,395 for this purpose. Ohio at the same time spent $3,777,886, and Iowa, $2,089,726. Over a dozen states spend annually over a million dollars each, for transporting pupils to school. Transportation is largely confined to the rural areas.

Spelling Classes Started For Young Blind Girls

Classes in spelling have been started by the New York Association for the Blind, for the benefit of young blind girls, including those who hope to find employment as secretaries. With the arrival of the old-fashioned spelling bee young blind members of the various social clubs at the Lighthouse have found not only a new recreation, but a new means of understanding the spoken word which can never be to them, at the same time, visual. "Spelling is very difficult for blind people," explained Miss Alma Guy, head of the women's recreation department, "because the girls cannot be helped in spelling by the memory of how a word 'looks.' Another difficulty in their way is the fact that the Braille alphabet contains many contractions of letters, and often one letter stands for an entire word."

185 High Schools Pick 400 Pupils for Chorus

A chorus of more than 400 students, representing 185 high schools, has been elected for the second national high school chorus which is being formed for the Music Supervisors' National Conference to be held in Chicago. Dr. Hollis E. Dann, head of the music education department of New York University, will conduct the chorus in its concert at the Auditorium, former home of the Chicago Civic Opera Company. The students have been selected after several weeks of competition and are being trained by their local music supervisors under the direction of Dr. Dann, who each week sends a letter outlining the work.

Firms Prefer "Smooth" Men

College seniors must be "smooth," but their dress must not be too "collegiate" when interviewing prospective employers, warned Donald B. Watt, men's personnel director at Syracuse University, in a statement to Syracuse seniors who are looking for jobs after graduation. "The 'bull in the china shop' type who says, 'I'm as good as the next man,' will fail to impress the representatives of the many large firms which send men to the Syracuse campus every year to interview members of the graduating class," Mr. Watt declared. "Interviewers are not seeking 'grinds'," he told the seniors. Good manners, correct speech, an adult point of view and a well-groomed appearance make as important an impression as the student's college classroom training and scholastic record. "They want men who have 'done something' while at college," he asserted. "Most interviews place the order of importance of college activities as follows: First, grades in college subjects; second, self-support activities, and third, extra-curricular activities. The student's record is completed by the opinions of persons concerning various qualities in which different employers are interested."

Athletes Equal Others in Scholarship

Members of Columbia University's varsity and freshman teams ranked as high scholastically during the last academic session as their non-athletic classmates, according to a statistical report made public by Herbert E. Hawkes, dean of Columbia College. The scholastic standing of students engaged in athletic activities at Columbia University, Dean Hawkes said, indicates that participation in athletics does not seriously affect study. Several teams ranked well above the general average of the college as a whole.

Colored Boy For Annapolis

Undeterred by the resentment occasioned in some sections of the country by his appointment of a colored youth to the United States Military Academy at West Point, Congressman Oscar De Priest, colored representative from Illinois, is going to appoint two colored boys from his district to the United States Naval Academy at Annapolis, he stated in a recent address. During the question period following his address, when asked if antipathy toward the colored boy had been shown at West Point, Congressman DePriest replied: "First, I want to correct any misunderstanding that may exist. The boy I sent to West

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Point was sent away, not because he was colored, but because he failed in mathematics. So far as the officers and instructors are concerned, there has been no racial antipathy shown."

Mrs. Catt Assails School Army Drill

Military training in schools and colleges was attacked recently as conducive to war by Mrs. Carrie Chapman Catt, chairman of the Conference on the Cause and Cure of War. Mrs. Catt condemned such work, particularly in the public schools, as "absolutely wrong and ridiculous." Declaring herself "positively and forever against this sort of training," she went on: "We have a treaty which renounces war. We have agreed to settle international differences by some peaceful method and not by force. Training for war in the schools is absolutely inconsistent with this policy."

Canadian Textbooks Being Investigated

The Canadian Manufacturers' Association, at Ottawa, through its committee on education, is making a survey of textbooks used in Dominion schools, following complaints that in some instances Canada is being belittled, or relegated to near-obscurity, in history. Textbooks written by Canadians for Canadian schools and printed in Canada, are the objective toward which the committee is aiming. The Montreal branch of the Association is co-operating in the local field, and has instituted a survey of books used in that city's schools in a desire to clear up allegations that some of them are "tainted with Americanism."

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TREND OF THE TIMES

"IN THE PRISONS of the future conditions should approximate the conditions of the community outside, the objective being to reform and regenerate inmates, who should be given indeterminate sentences and be eligible for parole any time their conduct and general moral demeanor indicated they were prepared," declared Lithgow Osborne, son of Thomas Mott Osborne, recently.

DETAILED REPORTS from all parts of the United States reaching headquarters of the National Business Survey Conference are so encouraging, Julius H. Barnes, chairman, announces that danger of a long depression appears fairly over, three months having absorbed the shock of the deflation in security prices.

HENPECKED HUSBANDS in Liverpool, England, have organized themselves. More than 400 men have declared their allegiance to this little army of discontented mortals, including men in all walks of society. One of the purposes of the organization is said to be the punishment of nagging wives, but nothing has transpired as to the character of the penalties imposed upon the women, nor as to whether any punishment has as yet been inflicted, whether nagging ceased as a result or whether members cease their membership of the Henpecked Husbands Union after their domestic difficulties have been adjusted.

SOMETHING NEW in taxicabs for Germany appeared on the streets of Hamburg when fifteen light freight trucks lined up at local taxi stands. They have proved instantly popular with patrons who wish to move small amounts of merchandise with particular speed, and it is expected that many others will join the fleet.

RESTRICTION OF IMMIGRATION has been the first factor in the diffusion of national prosperity, according to Professor Thomas N. Carver, of Harvard University. He termed restricted immigration measures as having "done more for the American workmen than all other labor legislation combined." Professor Carver likened unlimited importation of foreigners to slavery prior to the Civil war. Slaves, he said, "drove a wedge through society, impoverishing the middle class to the 'poor white' class, and enriching the rich. Immigrants working at low wages create a similar effect in America today; they keep the native born poor and their employers wealthy."

ARTIFICIAL SILK UNDERWEAR is a contributing factor toward world peace, Miss Frances Perkins, industrial commissioner of New York State Department of Labor, recently declared. In explaining how sheer pink underwear could keep nations from trying to make hash of each other, Miss Perkins pointed out that artificial silk such as is being widely used today is made from gun cotton, the basis of high explosives. To keep the munition plants so busy manufacturing artificial silk that they won't have time to think in terms of cannon balls, was her advice.

ENGLAND'S NATIONAL HABITS must, indeed, have changed when butchers have to debate whether the expenditure of $250,000 or so in an "Eat More Meat" campaign will bring back into public favor the roast beef of Old England, as well as saddle of mutton, loin of pork and other hearty comestibles. It appears that the times are sadly out of joint from the point of view of the butchers, many of whose customers have been weaned from them by vegetarian and fruit propaganda, aided by the cult of the vitamine.

NET RECEIPTS of Europe from tourists, chiefly American, for the year 1927, totaled about $300,000,000. This is contained in a "Memorandum of International Trade," published in London by the League of Nations. The volume reviews world trade from 1926-1928, giving tables for the imports and exports, both in value and weight, of more than sixty countries. Of individual countries, Germany shows the greatest trade increase, with the United States second, and Canada third.

TENTATIVE SCHEDULE OF FINES for violations of a proposed amendment of the charter of New York City, looking toward the early hushing of many of the noises complained of by New Yorkers, has been drawn up by the committee on practical remedies on the noise abatement commission. Fines range from fifty cents to $2.00, and apply to noises made at night by automobiles, trucks, busses, motorcycles, motorboats, ash and garbage collection, milk and ice delivery, radio, noisy parties, noisy pets, and doormen's whistles.

The BOOK TABLE

SCHOOL ADMINISTRATIVE AND SUPERVISORY ORGANIZATIONS IN CITIES OF 20,000 TO 50,000 POPULATION. By William C. McGinnis, Ph.D., superintendent, Perth Amboy, N. J. Teachers College, Columbia University, Bureau of Publications.

Dr. McGinnis has had a series of eminently successful superintendencies, and in this treatment of "Administrative and Supervisory Organizations" he combines unusual originality and genius with painstaking scholastic mastery of many city systems and the consideration of standardized principles.

This combination of personality and conventionality has produced a distinctly valuable book for personal or class use. It is heroic when heroism is needed in strengthening weak practices and enthusiastic in appreciation of experiences that have weathered critical times professionally.

Naturally his study at Teachers College has made a wealth of statistical information indispensable, but Dr. McGinnis has made his greatest contribution by treating with sublime common sense a vast amount of statistics about school systems of cities of from 20,000 to 50,000 population.

A ONE BOOK COURSE IN ELEMENTARY MUSIC AND SELECTED SONGS FOR SCHOOLS. Revised and Enlarged. By Charles A. Fullerton, Cedar Falls, Iowa. Cedar Falls, Iowa: Fullerton and Gray.

Charles A. Fullerton has made the State Teachers College of Cedar Falls, Iowa, nationally famous by its service to country schools. He is a genius in the science of music teaching and an artist in perfecting detail.

The five-year-old child comes to school with a working vocabulary of, say, 1,000 words, nearly all of which he has learned, unaided, by imitation. It is as natural for a child to learn music by imitation as to learn language by imitation, but generally the opportunities for learning music have not been favorable at home. The majority of children learn to do their first accurate singing in school. The teacher's first problem in the musical training of children is to give them an experience in music which corresponds to the talking experience they brought to the school the first day. Only worthwhile music should be used, and the music should be well performed.

The aim in this book is: (1) to assemble a collection of songs of the very best quality; (2) to arrange these songs into a well graded course for sight singing; (3) to outline a course of study in music for rural schools.

ANCIENT AND MEDIEVAL HISTORY. By Carlton J. H. Hayes and Parker Thomas Moon, both of Columbia University. Cloth. 920 pages. New York: The Macmillan Company.

It is a matter of common knowledge that no one can write intelligently of American history in 1929 as he did in 1919, but Professors Hayes and Moon demonstrate that no one wrote of Ancient or Medieval History in 1919 as they can write in 1929. The revelations of ancient history, especially, have been as wonderful since 1919 as the geography and history of civilization have been. This book is as far above and beyond anything that could have been written ten years ago as the ten thousand tolerance of a machine of 1919 is beyond that of 1915.

It is as important for a teacher of ancient history to keep up with the times as for the historian of automobiles.

THE PSYCHOLOGY OF TEACHING. A Students Manual. By Albert Allison Farley, Ph. D., Oshkosh, Wisconsin, State Teachers College. Cloth. Published by the Collegiate Press, George Banta Publishing Company, Menasha, Wisconsin.

Professor Farley has had an important part in helping Dr. H. A. Brown make the Oshkosh State Teachers College one of the leading professional schools of the country. He has demonstrated faith in the vitality of sane psychology and masterful ability in applying them in successful teaching.

He has cut loose from the tyranny of tradition, but has resisted the inevitable tendency to go astray on the tangent of individuality.

Modestly but heroically Professor Farley claims that classroom procedure of the present must yield to an intelligent and convincing personality, and his "Psychology of Teaching" reveals the virtue of such a personality in a masterful use of applied psychology.

Training in psychology should be so organized that the student will integrate the facts of psychology with those of teaching as he learns them.

The plan of the book centres the attention of the student upon teaching situations the control of which will require the acquisition of psychological facts and principles. He studies psychology as a means of solving his teaching problem.

A series of projects is set up in each of which the student selects some specific problem in teaching which is in alliance with his major interest, and works out its psychological bearings according to definite outlines. The arrangement of the projects is such that he constantly recapitulates and uses the knowledge of psychology he has gained in previous reports. Thus the bonds of psychology and school practice are firmly registered. Questions of a functional sort are asked and answered, and the study of each student is made concrete and objective in its bearing. The library reading and preparation of the students takes on the character of independent research, being done more from the internal obligation of the student's interest, and less from the arbitrary command of the teacher. The plan tends to individuate instruction.

The book is so clear in its statements, so inspirational in its spirit that it will tend to stabilize the working principle of psychology in classroom practice.

BASKET BALL FOR COACHES AND PLAYERS. By George E. Veenker, basket ball coach, University of Michigan. Cloth. Illustrated. 232 pages. New York: A. S. Barnes and Company.

Basket ball has won a dominant place in high school physical education more speedily and universally than has any other school game.

Surprisingly little that is attractive and authoritative has been published on the subject. The University of Michigan discovered a man with the devotion and personality which has made him a leader in developing skill and art in action on the floor, and at the same time creating a contagious enthusiasm which other coaches needed to produce devotion to the game by onlookers as well as participants in the game.

Books Received

"The Bolenius Readers, Primer and First Reader." By Bolenius, McSkimmon and Bamberger.—"Supervision of the Elementary School." By Stone—"Tom and Betty." Bolenius Readers. Boston: Houghton Mifflin Company.

"A History of Women's Education in the United States," Vol. 1 and 2. By Thomas Woody. New York: The Science Press.

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GRINS BETWEEN GRINDS

The Other Victim

"Now, what's your trouble?" asked the doctor.

The patient turned a weary face toward him.

"I'm afraid I've caught insomnia," he said. "I can never get a wink of sleep until 3 o'clock in the morning."

The doctor smiled.

"But insomnia isn't contagious," he reminded him.

The patient sighed.

"It is in my case, doctor," he replied. "You see, the baby next door has it."

She Swallowed It

A certain salesman was proposing to his best girl.

"And, sweetheart," he finished, "I'll lay my whole fortune at your feet."

"It isn't a very big fortune," she reminded him.

"I know, dear," he replied, "but it'll look awful big beside your little feet!"

He got the job.

Not As Bad As It Sounded

"I left my money at home," said a lady to the conductor. "But you will have to trust me, for I am one of the director's wives."

"Lady," said the conductor, "I couldn't trust you if you were the director's only wife."

Think That Over!

Street Brawler — "Look 'ere, my friend, let me tell you this. When I 'its a man 'e remembers it."

The Other—"Oh, 'e do, do 'e? Well, when I 'its 'im, 'e don't."

An Early Start

A young man just out of college sought the advice of a hard-headed and successful business man. "Tell me, please, how I should go about getting a start in the great game of business."

"Sell your wrist watch and buy an alarm clock," was the laconic reply.

A High Rating

Mandy—"You-all reminds me of one of them flying machines."

Rastus—"How cum, woman, how cum? 'Cause I is such a high flyer?"

Mandy—"No, sah, cullud man; it's jest 'cause you ain't no use on earth."

Obliging Demonstrator

Prospective Tenant— "But if the house has been recently occupied how were all these windows so badly smashed?"

House Agent (resourcefully) — "Well, it's like this, sir; my partner is a very conscientious man, and he will insist on demonstrating to every client that it is only a stone's throw from the station."

And Full of Applesauce

"How did you find your wife when you got home last night?"

"Just as nice as pie."

"How's that?"

"Short and crispy."

Put It On the Market

A man took his wife to a doctor, who put a thermometer into her mouth and told her to keep her mouth shut for two or three minutes.

When departing, the man tapped the doctor on the shoulder and said:

"Doctor, what will you take for that thing?"

Nothing Much

"I hear there's an old man here that's 104 years old," said the visitor to the village. "You must indeed be proud of him."

"Proud nawthin'! All he's done is grow old, an' took him a long time to do it, too!"

An Easy Case

"Yes, doctor, one of Harry's eyes seems ever so much stronger than the other. How do you account for that?"

"Knot-hole in the baseball fence last summer, most likely, madam."

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A Thrilling Story

By Dr. Glenn Frank, President University of Wisconsin.

There are 50,000 teachers in the colleges and technical schools of the United States.

There are 137,000 teachers in the public schools.

There are 22,000 teachers in private schools and business colleges.

There are 12,000 teachers in private and public kindergartens.

There are 706,000 teachers in elementary and secondary schools.

There are 24,000,000 students in all, attending these schools annually.

There are 2,500,000 students in the high schools.

There are 620,000 students in the colleges and universities.

The support of this vast educational enterprise may be roughly stated as follows:—

The colleges and universities cost $350,000,000 annually.

The high schools cost $450,000,000 annually.

The elementary schools cost $1,200,000,000 annually.

42 Per Cent Attend College

A total of 424,437 students graduated from public high schools in the United States in 1927, and of these, 42.8 per cent. went to some institution of higher education in 1928, the chief of the division of statistics, Office of Education, Frank M. Phillips, stated. It was pointed out that 129,630, or 30.5 per cent. of the graduates went to college, and 52,248, or 12.3, went to some other institution, like teacher's training, trade or commercial school. Dr. Phillips stated that the percentage in fact is higher since a number of high school graduates stay out of school a year, and then later attend some institution of higher learning. To the question of whether high school graduates would continue in increasing numbers to go to college, Dr. Phillips said that from his statistical studies it appeared that the percentage could not be stretched much above thirty to thirty-five, and that a ten per cent. increase over the present number of graduates attending college would probably be a generous limit. The reason for this is because the high school offers courses satisfying the demands of a large number of students who, when completing their courses, are ready to enter trades and business occupations, hence will not be available as college material, he explained.

Ten Commandments for Children

A Gift From Czechoslovakia.

These beautiful ideals for children originated in Czechoslovakia. They have been taken up in other countries and are on the bulletin boards of countless schools.

1. Love your schoolmates; they will be your companions for life and work.

2. Love instruction, the food of the spirit. Be thankful to your teachers as to your own parents.

3. Consecrate every day by one good, useful deed and kindness.

4. Honor all honest people; esteem men but humble yourself before no man.

5. Suppress all hatred and beware of insulting your neighbor; be not revengeful but protect your own rights and those of others. Love justice and bear pain and misfortune courageously.

6. Observe carefully and reflect well in order to get at truth. Deceive not yourself or others and beware of lying, for lies destroy the heart, the soul, and the character. Suppress passions and radiate love and peace.

7. Consider that animals also have a right to your sympathy and do not harm them or tease.

8. Think that all good is the result of work; he who enjoys without working is stealing bread from the mouth of the worker.

9. Call no man a patriot who hates or has contempt for other nations, or who wishes and approves wars. War is the remains of barbarism.

10. Love your country and your nation, but be co-workers in the high task that shall make all men live together like brothers in peace and happiness.

—From Journal of National Education Association.

Not Much!

A new brakeman of Celtic origin was informed that his pay would be allowed at a certain rate per mile while on the road.

The next day he was on an extra freight which broke in two on a grade, and the rear end started down the hill with Pat on top of one of the cars. The conductor yelled at him to jump. By this time the cars had attained considerable speed. Pat replied: "Jump? Not when Oi'm makin' money as fast as this."

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